



Fall 2017 Course Syllabus



COURSE INFORMATION

- A. Number: EDUC 203
- B. Credits: 5
- C. Prerequisite: ECED 130 or EDUC 240
- D. Co-requisite: EDUC 178
- E. This course is offered fall and spring quarters
- F. Schedule: Mon. and Wed. 2:00 - 4:20 p.m.,
Stevenson Education Building Room 120

PERSONAL INFORMATION

- A. Instructor: Doug Ruhman
- B. Office: Education Building Room 124
- C. Office Hours: Tues. and Thurs. 8 am – noon, Wed. 10 am
- D. Office phone: 275-4763 Cell: 249-6534
- E. Email: doug_ruhman@skc.edu



REQUIRED MATERIALS

- A. **Becoming A Teacher** by Forrest W. Parkay 10th Edition eBook w/Looseleaf hardcopy ISBN-13: 978-0134016092 Pearson (c) 2015 (Available at SKC Bookstore)
- B. **SKC TEP Student Handbook** (available on SKC DoE website)
- C. Handouts available from the instructor
- D. Two 3-ring binders: one for EDUC 203, one for TEP Portfolio (each min. 2")
- E. Other materials for Portfolio (dividers, tabs, document covers, etc., as described in class)
- F. (Optional) **Educating Esme**' by Esme Codell (Available at SKC Bookstore)

DESCRIPTION

Foundations of Education introduces prospective teachers to the profession of education. Students explore the many social, political, economic and historical issues within schools, and how these issues impact professional educators. This course provides an overview of the nature of children, the school experience, tools and techniques of teaching and classroom management, curriculum, and selected legal and ethical issues of education. This course also prepares

candidates for entrance into the Teacher Education Program, including the first stage of the TEP Portfolio.

GENERAL COURSE OBJECTIVES

This course is a designated General Education course on List H: Social Sciences-Open and emphasizes the Competencies of Communication, Citizenship, and Critical Thinking (see below).

Upon completion of this course students will be able to:

- A. Recognize the factors that influence and help define the teaching profession
- B. Explore the personal decision to become a teaching professional
- C. Evaluate problems and issues in American public schools, and their theoretical bases
- D. Review and examine legal and ethical issues associated with education and teaching

CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through teaching methodologies, discussion of educational issues relevant to Indian education both locally and nationally, and through strategies modeled and utilized by the instructor.

Candidate Objectives:

1. Candidates will examine the inter-relatedness of education issues described in class and how these issues relate to and affect the cultures and educational welfare of the Salish, Kootenai, and Pend d'Oreille people.
2. Candidates will apply information from the course in their work with children from similar and diverse cultures.

COMMUNICATION

This course will encourage the development of communication skills by having students compose, revise, edit, and share written reflections in a variety of contexts, and by having students respond to course content using diverse verbal and non-verbal communication techniques.

Candidate Objectives:

1. Candidates will write clear and articulate reflective written analyses of six education principles (INTASC 1,2,3,6,9, and 10)
2. Candidates will write and verbally summarize an initial teaching philosophy and autobiographical essay
3. Candidates will demonstrate the ability to construct and format a basic elementary lesson plan.
4. Candidates will participate in an initial (Stage 1) TEP interview, in which they will present and support their educational portfolio.

CITIZENSHIP

This course will help foster an increased capacity for involvement in schools, communities, and families in association with its companion course, EDUC 178. The course will help students/candidates broaden their understanding of their role as teachers in a local, national, and global context.

Candidate Objectives:

1. Candidates will reflect in writing and in class discussion on their field experiences as observers and volunteers in classrooms. These reflections will demonstrate candidates' awareness of a teacher's connections to, and impact on society.
2. Candidates will prepare a packet outlining their previous and current service in communities, and with diverse citizens, including young people.
3. Candidates will be able to describe professional organizations locally, regionally, and nationally that can assist teaching candidates in growing professionally.

CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information in diverse ways.

Candidate Objectives:

1. Candidates will apply information learned in class to enhance their teaching practices.
2. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and comparing information to cultural issues;
3. Candidates will analyze their own skills and abilities in teaching.
4. Candidates will compare and contrast educational scenarios observed in the field and discussed in class.
5. Candidates will problem solve various factors pertaining to the application of material presented in class and from the text.

COURSE REQUIREMENTS

- A. **Excellent attendance**, participation in class activities and discussions. (see **Attendance**)
- B. Complete 5 individual major assignments:
 1. *Letter to a Teacher*
 2. *Autobiographical Essay*
 3. *Philosophy of Education*
 4. *Experience with Diversity*
 5. *Panel Reflection Essay*

Papers are due on time for full credit. Late papers (up to 1 week) will only be accepted with prior instructor arrangements, and will receive a deduction of up to 10 points.
- C. In-class group assignments, readings, reaction papers
- D. Final Project (see Portfolio section)
- E. Reflective Journal (see RJ handout)

GRADING SYSTEM

Att. & Partic. in class: (10 pts/week, 10 weeks)	= 100 pts
Major Assignments (5 x 25 points)	= 125 pts
Minor Assignments/readings/reaction papers	= 100 pts
Final Project (Stage 1 TEP Portfolio)	= 125 pts
Reflective Journal	= 50 pts
Total points:	500 PTS

500-450 = A
449-400 = B
399-350 = C
349-300 = D
Below 300 = F

ATTENDANCE / PERSONAL RESPONSIBILITY

For most students, this class is the first professional educator preparation course. It is highly interactive, and learning occurs through participation in class discussions and activities that are impossible to duplicate outside of class. Therefore, it is required that students attend all class sessions. Participation is graded at 5 points/day. If you are late (arrive after the designated start time), you will receive a deduction in these attendance points (up to 15 min.= 2 pts deducted, up to 30 min.= 3 pts deducted). **More than 30 min. absence during the class period (at any time) constitutes non-attendance for that day (0 points).**

An opportunity for make-up work is provided on an individual basis for emergency situations. **Students missing more than 3 class sessions (7.5 hours of class) will need to drop the course.** Group assignments or reaction papers done in class cannot be made up.

Students are expected to be on time for class and stay until the designated time for dismissal. If you have an emergency and cannot make it to class, **PLEASE** contact the instructor ahead of time and explain the circumstances. I will make every attempt to be fair. If you contact me, I will work with you. If you fail to do so, points will be adjusted accordingly.

CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 5 credit course, delivered over a 10 week term will approximate:

5 hours/week classroom or direct faculty instruction

In addition, out-of-class student work will approximate a minimum of 10 hours each week.

ACCOMMODATIONS / OTHER INFO

SKC Student Success: *The SKC Student Success team is available to help you if you are having difficulties at SKC. The team will help with tutoring, adjusting to college life, time management, reading, study skills, personal issues, and more. The student success team is located in the Kenmille Building and you are welcome to drop in at any time. Please contact the success coaches: **James Steele, Jr. at 275-4712 and Laura Ginsburg at 275-4711***

Reasonable accommodations: *SKC provides reasonable accommodations so that students with diagnosed disabilities can maximize their learning potential. Students need to inform their instructors at the beginning of the quarter, so the instructor can determine appropriate and reasonable accommodations. For assistance and additional information, please contact: **Linda Pete, SKC Disabilities Services Coordinator, Depoe Building, Student Support Services Room 111: Phone #: 275-4968***

COURSE OUTCOMES AND STANDARDS ADDRESSED

This course is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Principles, and the Montana Office of Public Instruction’s PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS (PEPPS).

MT PEPP Standards	InTASC Principles	Critical Assignments
<p>PEPPS 10.58.501 The program candidates will...</p> <p>(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;</p>	<p>INTASC Principle 1. Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Reflective Written Analysis for Principle #1</p>
<p>(b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;</p> <p>PEPPS 10.58.532 The program candidates will...</p> <p>(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities;</p>	<p>INTASC Principle 2. Learner Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Reflective Written Analysis for Principle #2</p> <p>Experience with Diversity Packet</p>
<p>PEPPS 10.58.501 The program candidates will...</p> <p>(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;</p>	<p>INTASC Principle 4. Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Reflective Written Analysis for Principle #4</p> <p>Content Knowledge Samples (<i>Communication, Mathematics, Science, Social Studies, Creative Arts, Technology</i>)</p>
<p>(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;</p>	<p>INTASC Principle 9. Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Reflective Written Analysis for Principle #9</p> <p>Reflective Essay on Panel Discussion</p> <p>Teaching Philosophy</p>
<p>SKC Division of Education <i>Guiding Principles A, B, C, D, E</i></p>	<p>INTASC Principle 10. Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Reflective Written Analysis for Principle #10</p>

RELATION TO SKC DIVISION of EDUCATION CONCEPTUAL FRAMEWORK (SKC DoECF)

This course focuses on primary understandings about the field of elementary education. As such, introductions to major schools of thought and movements in the current and past worlds of education are presented. Candidates will be introduced to major theories of learning and educational practice articulated in the SKC DoECF such as social constructivism, socio-cultural theory, the work of John Dewey, Jean Piaget, Howard Gardner, and many other philosophies and cornerstones in educational research. Candidates will be introduced to the five beliefs articulated in the SKC DoE Conceptual Framework:

- Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity.
- Learning communities foster the construction of knowledge.
- Reflective practice leads to professional development.
- The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched.
- Effective communication, critical thinking, cultural understanding, citizenship, and a strong understanding of content knowledge are essential to effective teaching.

Title IX Reporting Requirements

Title IX: *The U.S. Department of Education’s Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:*

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered “**Responsible Employees**” which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800
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Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

TEP Portfolio Requirements



As an ongoing project in this class, you will create and develop the first stage of a digital, online portfolio that you will add to during the remainder of your teacher preparation program – your TEP (Teacher Education Program) Portfolio. EDUC 203 will prepare you for the Stage 1 Portfolio requirements. You will present this Portfolio as part of your interview for acceptance into the TEP program at the end of the course, so that you may begin as a TEP candidate for the remainder of your degree program. Refer to the Stage 1 TEP procedures and categories as outlined in your TEP Student Handbook for a complete scoring rubric. A simplified checklist has been provided below that should help you in organizing this first stage of your Portfolio.

Portfolio Grading:

A scoring sheet will be provided for you that describes the following breakdown:

The student's portfolio is professional in design and presentation:

5 points

The portfolio contains all ten required categories:

20 points

The portfolio contains information/artifacts that meet the standards of "strength" or "acceptable":

100 points

Total Portfolio points = 125

Grammar and spelling in all TEP written work is expected to be correct.

Stage I TEP Portfolio Checklist 2016-2017 (Elementary)

Items in Blue indicate EDUC 203 assignments. Other items are compiled by students.

Introduction:

- Cover
- Table of Contents *(Checklist may be used, or you can make your own)*
- Introductory Statement *(Brief (1-2 paragraph) introduction to your Portfolio)*
- Background Check Verification
- Two (2) Letters of Reference
- Resume

Section 1: Learner Development *(InTASC Principle / SKC Program Outcome 1)*

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- Reflective Written Analysis (RWA) for Principle #1
- Parent Meeting Activity and Summary Packet from ECED 209, Meeting Needs of Families
- Observation – Child Development Summary from EDUC 240, Human Growth & Dev.
- Collaborative Final Project from EDUC 235, Intro. To Indian Education

Section 2: Learning Differences *(InTASC Principle / SKC Program Outcome 2)*

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- RWA for Principle #2
- Experience with Diversity *(minimum of 4 self-selected artifacts)*
- IEFA OPI Resource Summary from EDUC 235, Intro. To Indian Educ.

Section 3: Learning Environments *(InTASC Principle / SKC Program Outcome 3)*

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

(no artifacts required in Stage 1)

Section 4: Content Knowledge *(InTASC Principle / SKC Program Outcome 4)*

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- RWA for Principle #4
- Transcripts *(need to be current; SKC and others if applicable; unofficial is OK)*
- Content Knowledge Samples: Math Soc.Sci CreativeArts Sci Writing Techn

Section 5: Application of Content (InTASC Principle / SKC Program Outcome 5)

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(no artifacts required in Stage 1)

Section 6: Assessment (InTASC Principle / SKC Program Outcome 6)

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

(no artifacts required in Stage 1)

Section 7: Planning for Instruction (InTASC Principle / SKC Program Outcome 7)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

(no artifacts required in Stage 1)

Section 8: Instructional Strategies (InTASC Principle / SKC Program Outcome 8)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(no artifacts required in Stage 1)

Section 9: Professional Learning and Ethical Practice (InTASC Principle / SKC Program Outcome 9)

The candidate teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- RWA for Principle #9
- Guest Speaker / Panel Reflection
- Philosophy of Teaching Essay

Section 10: Leadership and Collaboration (InTASC Principle / SKC Program Outcome 10)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- RWA for Principle #10
- Community Service Project Photo Essay from EDUC 175, Comm. Svc. Lng. for Education

Note:

Programs other than Elementary Education (Secondary Science, Secondary Mathematics, and Early Childhood-P3) also require a Stage 1 Portfolio. Your instructor will provide a similar checklist for your specific program.

EDUC 203 Content Knowledge Samples

TEP Stage 1 Principle #4: Content Knowledge

Student _____ Instructor _____

Date: _____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. <i>Guiding Principle: E</i></p>	<p>3 or more required subject areas missing. Samples may be weak representations of ability, or may be lacking in a clear connection to the subject. No instructor comments included.</p>	<p>1 or 2 subject areas not represented. Samples are unclear representations of student abilities. Some samples do not contain any instructor comments or feedback.</p>	<p>Work samples are included for all required subject areas. Samples serve as appropriate representations of abilities in the given subject area. Most samples contain instructor comments.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score: _____

Elementary and ECE-P3:

- Math
- Social Sciences
- Creative Arts
- Science
- Communication
- Technology

BSSE: (4 self selected)

- Geology
- Biology
- Chemistry
- Physics
- Mathematics

BSSE-ME:

- Calculus 1-3
- Multivariable Calculus
- Proofs from Intro/Abstr. Math

EDUC 203 Experience with Diversity Packet

TEP Stage 1 Principle #2

Student _____ Instructor _____

Date: _____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. <i>Guiding Principles: D,E</i></p>	<p>Only one example of experience with diversity present; packet may require substantial revision. Packet is present but is poorly represented.</p>	<p>2-3 examples of experience with diversity provided. Artifacts may be present but not well organized or layout may require revision. Some artifacts may not represent clear connection to diversity.</p>	<p>Four (4) or more examples included in packet which demonstrate meaningful personal experiences with people from diverse cultures, abilities, ages, and/or living circumstances. Packet is well organized and demonstrates considerable investment of time and effort.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score: _____

Comments:

This project received a score of _____ out of 25 possible points for EDUC 203.

EDUC 203 Guest Speaker Panel Reflection

TEP Stage 1 Principle 9

Student _____ Instructor _____

Date: _____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). <i>Guiding Principle: C</i></p>	<p>Written summary is poorly written, with little or no reflection on the substance of the panel discussion. May contain numerous (more than 5) grammatical errors.</p>	<p>Written summary is somewhat lacking in clarity with regard to the panel discussion. The summary may require limited revision, or may contain 5 or fewer grammatical errors.</p>	<p>Written summary demonstrates thoughtful reflection on the guest speaker panel, with insights that show a deep understanding of the topics and perspectives presented. Written summary is well written, concise, and clearly organized. No grammatical errors evident.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score: _____

Comments:

This written summary/analysis received a score of _____ out of a possible 25 points for EDUC 203.

EDUC 203 Teaching Philosophy

TEP Stage 1 Principle 9

Student _____ Instructor _____

Date: _____



Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
Teaching Philosophy Essay: <i>Teaching and learning beliefs, with references to educational research and theory.</i>	Essay exhibits little or no functional understanding or reflection of educational philosophy; may require substantial editing / revising based on inadequate content or writing errors.	Essay demonstrates a <u>somewhat limited</u> understanding of educational philosophy, including references to educational theory; flow of essay may be awkward or somewhat unclear; may contain several writing errors.	Essay demonstrates a sound understanding of recognized philosophies of <u>education</u> , in addition to the candidate's own perspectives. The paper is clear, consistent, and well developed; writing conventions accurate.	Candidate demonstrates the skills described as "proficient" beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.

Score: _____

Comments:

This project received a score of _____ out of 25 possible points for EDUC 203.

SKC Teacher Education Program Portfolio Stage 1

Reflective Written Analysis # _____

Student _____ Instructor _____

Date: _____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
Reflective Written Analysis (RWA) of your strengths related to InTASC Principle. (Include the INTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio)	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.

Score: _____

Comments: